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ABSTRACT

This study of a random national sample of 3,248 teachers in the continental United States and 304 teachers from Hawaii was conducted to find similarities and differences among groups of in-service teachers who were classified according to their self-reported childhood financial status and cultural background. A secondary goal of the study was the comparison of a national sample of teachers with a smaller special sample from Hawaii. The measurement instrument employed in the study was the G-70/2 Teacher Characteristics Schedule, which provides 19 scales regarding teaching behaviors, attitudes, educational viewpoints, cognitive responses, personal and social adjustment, life views, and values. Results show that teachers from an above-average financial and cultural background scored higher than other groups with regard to imagination, originality, verbal/semantic facility, logic, and insightful judgment. Teachers from below-average financial and cultural backgrounds showed the lowest mean on scales that measured the value of religion, work, and conformance, while teachers from average childhood backgrounds yielded the highest mean on the work and conformance scale. The above-average financial group and the below-average cultural group showed the highest tendency toward innovation, change, and liberalism. (Tables of results with their variances are included.) (HMD)

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CHARACTERISTICS OF TEACHERS IN RELATION TO FINANCIAL AND CULTURAL CONDITIONS OF THEIR CHILDHOOD HOMES

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The possible effects of "disadvantaged" homes during childhood (i.e., homes where financial hardship prevailed and/or homes where there was conspicuous lack of concern about intellectual-cultural matters) upon characteristics and traits of adults is frequently commented upon.

Although public school teachers, for a variety of reasons, likely constitute a very non-representative group compared with the population of adults as a whole, it is of interest to observe relationships of teachers' self-reported childhood financial and intellectual-cultural backgrounds with data that reflect recognized "characteristics of teachers."

Problem

The primary intent was to note similarities and differences among mean scores of groups of in-service teachers, when classified by self-reported (1) financial status of childhood home and (2) cultural background of childhood home, on Teacher Characteristics Schedule scales designed to reflect certain teaching behaviors, attitudes, educational viewpoints, cognitive responses, adjustment, and values. (A secondary consideration was to compare a national sample of teachers from all states with a smaller special sample from Hawaii.)

Subjects

National Sample, 1972. Three thousand two hundred forty-eight in-service teachers in public schools throughout the United States completed the Teacher Characteristics Schedule G-70/2. The group invited to participate comprised a stratified random sample of teachers. Of the respondents, 70% were women, 30% men; 51% taught in elementary schools, 49% in secondary schools; with regard to lineage, 84% said they were of "European" American heritage, 10% marked "Negro American," and small percentages American Indian, Mexican American, and others.

Hawaii Teachers, 1972. Three hundred four Hawaii in-service teachers completed the G-70/2 Schedule. This group consisted of 85% women, 15% men; 60% elementary school teachers, 40% secondary school teachers; 22% of European American heritage, 54% of Japanese American heritage, 11% of Chinese American heritage, and 6% of Hawaiian (Polynesian) heritage. Tables 2 and 3 show numbers of teachers in the "childhood financial" and "childhood intellectual-cultural" groups.

Procedure

The new G-70/2 Schedule is an updated and extended version of the original Teacher Characteristics Schedule developed in connection with the Teacher Characteristics Study in the 1950's (Ryans, Characteristics of Teachers, 1960).

The original (1952) Schedule was made up of inventory-type items and responses that were hypothesized to reflect factors derived from assessments of teacher classroom behavior made by trained observers; item responses that correlated significantly with observer assessment data formed the scoring keys for the major scales.

Intercorrelations of 1,184 responses of each of 2,000 teachers were factor-analyzed to determine the scales, and responses contributing to the scales (i.e., scoring keys), in developing the new G-70/2 Teacher Characteristics Schedule. Scales of the original Schedule and those provided by the factor-analysis-of-responses approach (G-70/2 Schedule) showed substantial correspondence.

The new G-70/2 Schedule provides 11 scales relating to teaching behaviors, attitudes, educational viewpoints, cognitive responses, and personal-social adjustment. Items hypothesized to reflect "life views" and "values" espoused by teachers also were included. From factor

analysis of responses to "value statements," eight value patterns emerged.

The scales are described, in abbreviated form, in the first column of Tables 1-3. Reliabilities (alphas) of .75 to .82 were obtained for nine scales; from .66 to .74 for nine scales; and .58 for one scale. (Although the G-70/2 scales and scoring keys were derived by factor analysis of 1,184 possible responses, factor analysis of the 19 scales, after the score of each teacher was obtained on each of the original scales, yielded fewer factors and suggested the scales might be reduced to nine--with reliabilities that should be substantially higher than those of the nineteen scales.)

Analyses of variance were carried out with regard to several "classification" type items included in the Schedule. One such item read, "In general, how would you best describe the financial condition of your home/family when you were a child?" This was followed by choices ranging from "poverty or near poverty" to "financially secure and well-off." Another item read "In general, how would you describe the educational/cultural condition of your family and home when you were a child?" The responses ranged from "no interest or concern about educational/cultural matters; few books, little reading or cultural discussion" to a fifth choice, "great interest, concern with and participation in cultural and educational matters; books, learning, etc., considered very important." These two items provided the classification groups for the presently reported study.

F tests and group means for each of the scales are shown in Tables 2 and 3. (Table 1 provides general descriptive statistics for several samples.)

Results

With respect to the "childhood financial conditions" category (Table 2): for the national sample six of 11 F's with regard to teaching behavior, attitudes, etc. were considered statistically significant and five of the eight F's relating to values appeared significant; for the Hawaii sample, only two of the 19 scales showed statistically significant F's--both concerned with values. With respect to "childhood cultural conditions" (Table 3): for the national sample nine of the 11 F's relating to teaching behaviors, attitudes, etc. appear statistically significant, as do seven of the eight F's relating to values; for the Hawaii sample five of the 11 F's relating to teaching behaviors, attitudes, etc. and two of the eight F's relating to values were significant. (Interestingly, but possibly a statistical artifact due to unequal numbers in cells, no significant interaction effects between finances and culture were obtained.)

Although the significance of differences between means varies from group to group with different n's and variabilities, a general rule of thumb may be used: for the national sample differences between means of 1.0 are significant at the .05 level, except for the first group of each table (n's of 119 and 89), where the differences required are approximately 2.0. For values, differences of 0.6 between means are generally significant at the .05 level, except in comparisons involving group 1 of each table where a difference of approximately 1.0 is necessary; for the Hawaii sample n's of the lowest financial and cultural conditions groups are too small to be considered, but for the other groups mean differences of approximately 2.5 and 1.6, respectively, the teacher behaviors, etc. and "values held" are required.

The Hawaii sample was significantly higher than the national sample with respect to the following scales: "warm;" approving of

pupils et al; permissive educational viewpoints; and value placed upon "change, innovation, and liberalism," and materialism. The national sample was significantly higher than the Hawaii sample with respect to the scales: traditional educational viewpoints; verbal/semantic facility; logical judgments; and value placed upon religion, work and conformance, individual effort, altruism, prestige, and competition.

Other difference in the tables can be inspected in light of guidelines noted for the national sample.

Conclusions

For the samples involved and the specific population, teachers, the categories of childhood financial status as recalled by the respondents do not yield results completely consistent with the categories of childhood cultural conditions, as recalled by the respondents. In a number of instances where the two sets of data do not yield entirely similar results, rationales can be rather readily developed for the differences.

On the other hand, teachers who report that they come from a childhood home that was above average financially and also above average intellectually-culturally score significantly higher with regard to the "original, imaginative, stimulating" scale and also "verbal/semantic facility" and "logical, insightful judgment." The scale estimating "dedication to teaching" shows interesting results: the high childhood cultural group, in both national and Hawaii samples, scored highest of all cultural groupings; but with regard to financial childhood status the high group (i.e., "above average" to "well off") yielded the lowest mean score of all for both samples.

Among "values" estimated, "change, innovation, liberalism" seems most valued by teachers coming from childhood homes financially well-provided for--but this is reversed for the childhood cultural backgrounds groupings. Apparently "work and conformance" are lowly valued by teachers from the lower childhood financial and lower childhood cultural groups--not inconsistent with studies in other areas. (The "average" childhood cultural group yielded the highest mean re work and conformance.) Religion is lowly valued by the above-average childhood financial group, but also lowly valued by the lowest childhood cultural group. Altruism, perhaps surprising to some, seems lowly valued by the lowest childhood financial group and also by the lowest childhood cultural group. This also seems true for competition (although the F is not significant).

Two concluding comments: first, substantial overlapping must occur among groups--the means are not widely separated and the significant F's are, of course, encouraged by the large national sample; and second, the Hawaii sample differs significantly from the national sample with respect to a number of characteristics. Certainly differences between the samples' sex, grades taught, and national heritage representation could confound comparisons. Also, childhood financial status, in particular, and childhood cultural status to a lesser extent, may literally have been much more homogeneous for the sample of Hawaii teachers than for teachers in the United States as a whole. Perhaps it is surprising, indeed, that the data from the relatively large 50-states sample (3,248) correspond as closely as they do to the smaller and possibly unique Hawaiian sample (304).

TABLE 1

NUMBER OF CONTRIBUTING RESPONSES, MEAN, STANDARD DEVIATION, AND ALPHA COEFFICIEN
OF THE TEACHER CHARACTERISTICS SCHEDULE (REVISION G-70/

Part I: Scales Reflecting Teaching Behaviors, Attitudes, Educational Viewpoints, Cognitive

SCALE OF TEACHER CHARACTERISTICS SCHEDULE (G-70/2)	Keyed Responses	I. (N=3,248) National Sample In-Service Teachers (50 states)			II. (N=3,552) Sample I plus 304 Hawaii In-Service Teachers		
		Mean	sd	r_{11}	Mean	sd	r_{11}
(X) "Warm", kindly (Concomitants of "considerate, kindly, friendly, good-natured (humanistic) teaching behavior")	73	23.1	7.0	.74	23.3	7.0	.74
(Y) "Businesslike" Task Oriented (Concomitants of "businesslike, thorough, organized, task-oriented teaching behavior")	75	26.8	7.3	.75	26.9	7.3	.74
(Z) Original, Stimulating (Concomitants of "imaginative, original, stimulating, motivating teaching behavior")	66	26.3	7.2	.79	26.8	7.1	.78
(R) Approving of Pupils & Others (Favorable opinions/attitudes about pupils and other persons contacted in schools)	54	31.0	5.6	.71	31.2	5.6	.71

David G. Ryans
1972

TABLE 1

NSES, MEAN, STANDARD DEVIATION, AND ALPHA COEFFICIENT FOR EACH SCALE (772 KEYS)
THE TEACHER CHARACTERISTICS SCHEDULE (REVISION G-70/2)

haviors, Attitudes, Educational Viewpoints, Cognitive Responses, and Adjustment (1972 data)

I. (N=3,248) National Sample In-Service Teachers (50 states)			II. (N=3,552) Sample I plus 304 Hawaii In-Service Teachers			III. (N=304) Hawaii In-Service Teacher Sample			IV. (N=441) Hawaii Student Teacher Sample		
Mean	sd	r_{11}	Mean	sd	r_{11}	Mean	sd	r_{11}	Mean	sd	r_{11}
23.1	7.0	.74	23.3	7.0	.74	24.4	6.8	.72	26.5	7.1	.74
26.8	7.3	.75	26.3	7.3	.74	26.2	6.8	.71	21.3	6.0	.66
26.3	7.2	.79	26.8	7.1	.78	26.3	6.5	.73	30.1	6.0	.68
31.0	5.6	.71	31.2	5.6	.71	32.6	5.8	.74	31.7	5.3	.68

TABLE 1 (Cont.)

SCALE OF TEACHER CHARACTERISTICS SCHEDULE (G-70/2)	Keyed Responses	I. (N=3,248) National Sample In-Service Teachers (50 states)			II. (N=3,552) Sample plus 304 Hawaii In-Service Teachers		
		Mean	sd	r_{11}	Mean	sd	r_{11}
(AV) "Traditional", Academic (Preference for educational viewpoints/beliefs reflecting 'teacher-directed, academic-centered school activities')	96	26.6	9.0	.82	26.4	9.0	.82
(PV) "Permissive", Non-directive (Preference for educational viewpoints/beliefs reflecting "non-directive, unstructured, permissive school activities")	56	23.4	6.3	.75	23.5	6.3	.75
(TC) Dedicated to "Teaching" (Preference for viewpoints/ beliefs reflecting "commitment or dedication to teaching; (professional involvement in teaching)")	54	29.1	6.7	.79	29.1	6.6	.79
(SP) Social/Personal Adjustment (Concomitants of "general personal/social adjustment')	44	17.5	4.9	.67	17.4	4.9	.67
(VS) Verbal/Semantic facility (Verbal-semantic facility (in language in which instruction is conducted); and preference for intellectual and cultural activities and viewpoints)	46	22.0	6.4	.79	21.9	6.4	.79

TABLE 1 (Cont.)

I. (N=3,248) National Sample In-Service Teachers (50 states)			II. (N=3,552) Sample I plus 304 Hawaii In-Service Teachers			III. (N=304) Hawaii In-Service Teacher Sample			IV. (N=441) Hawaii Student Teacher Sample		
Mean	sd	r_{11}	Mean	sd	r_{11}	Mean	sd	r_{11}	Mean	sd	r_{11}
26.6	9.0	.82	26.4	9.0	.82	24.7	8.4	.80	22.7	7.3	.75
23.4	6.3	.75	23.5	6.3	.75	25.1	5.9	.73	27.1	5.7	.70
29.1	6.7	.79	29.1	6.6	.79	28.9	5.8	.73	26.6	5.7	.72
17.5	4.9	.67	17.4	4.9	.67	17.2	4.8	.65	19.1	4.5	.60
22.0	6.4	.79	21.9	6.4	.79	20.7	6.1	.77	18.5	5.5	.71

TABLE I (Cont.)

SCALE OF TEACHER CHARACTERISTICS SCHEDULE (G-70/2)	Keyed Responses	I. (N=3,243) National Sample In-Service Teachers (50 states)			II. (N=3,552) Sample plus 304 Hawaii In-Service Teachers		
		Mean	sd	r_{11}	Mean	sd	r_{11}
(V) "Frank' (in responding) (Validity of response (a response-set reflecting tendency to give responses that accurately describe the respondent's activities, preferences, opinions, etc.--avoidance of preponderantly "socially desirable" responses))	41	23.9	4.5	.67	23.9	4.5	.67
(L) Logical, insightful judgments (Logical or "reasoned" judgments; concomitants of insightful thinking and judgment)	58	24.0	6.7	.76	23.9	6.6	.76
		Part 2: Scales Reflecting 'Life V					
(Re) Religion and associated morality (Acceptance of statements reflecting value placed on "religion (and religion associated morality, conventions and cultural traditions)")	20	12.0	3.7	.77	12.0	3.7	.76
(Ch) Change, Liberalism (Acceptance of statements reflecting value placed on "innovation, change, and 'liberal' educational/society policy and action")	40	16.8	4.7	.74	16.9	4.6	.73

TABLE 1 (Cont.)

ed nses	I. (N=3,248) National Sample In-Service Teachers (50 states)			II. (N=3,552) Sample I plus 304 Hawaii In-Service Teachers			III. (N=304) Hawaii In-Service Teacher Sample			IV. (N=441) Hawaii Student Teacher Sample		
	Mean	sd	r_{11}	Mean	sd	r_{11}	Mean	sd	r_{11}	Mean	sd	r_{11}
	23.9	4.5	.67	23.9	4.5	.67	24.3	4.5	.68	22.9	4.3	.64
	24.0	6.7	.76	23.9	6.6	.76	23.0	5.9	.70	22.2	6.0	.71
Part 2: Scales Reflecting "Life Views" or "Values"												
	12.0	3.7	.77	12.0	3.7	.76	11.0	3.3	.68	8.6	3.4	.70
	16.8	4.7	.74	16.9	4.6	.73	17.5	3.7	.61	20.8	4.2	.68

TABLE 1 (Cont.)

SCALE OF TEACHER CHARACTERISTICS SCHEDULE (G-70/2)	Keyed Responses	I. (N=3,248) National Sample In-Service Teachers (50 states)			II. (N=3,552) Sample plus 304 Hawaii In-Service Teachers		
		Mean	sd	r_{11}	Mean	sd	r_{11}
(Ma) Material well-being (Acceptance of statements reflecting value placed on "self-gain; material well-being; (money-making; possessions; personal comfort)")	48	9.5	4.8	.72	9.6	4.8	.72
(WC) Work, and conformance (Acceptance of statements reflecting value placed on "work; conformance; ethnocentricism; conservatism (also 'trustworthiness' and 'fairness')")	64	45.9	5.9	.76	45.8	5.8	.76
(Ind) Individual Effort (Acceptance of statements reflecting value placed on "individual (vs. group) effort; independence of other persons in accomplishing tasks; self-dependency")	35	11.2	3.7	.58	11.2	3.7	.57
(Al) Altruism (Acceptance of statements reflecting value placed on "altruism; benevolence")	35	25.5	3.9	.67	25.4	4.0	.68
(Pr) Success, prestige (Acceptance of statements reflecting value placed on "success; leadership; prestige")	32	11.7	3.9	.66	11.6	3.9	.66

TABLE 1 (Cont.)

I. (N=3,248) National Sample In-Service Teachers (50 states)			II. (N=3,552) Sample I plus 304 Hawaii In-Service Teachers			III. (N=304) Hawaii In-Service Teacher Sample			IV. (N=441) Hawaii Student Teacher Sample		
Mean	sd	r_{11}	Mean	sd	r_{11}	Mean	sd	r_{11}	Mean	sd	r_{11}
9.5	4.8	.72	9.6	4.8	.72	10.5	4.9	.72	11.1	4.8	.70
45.9	5.9	.76	45.8	5.8	.76	45.1	5.1	.68	44.0	6.2	.77
11.2	3.7	.58	11.2	3.7	.57	10.5	3.3	.51	10.9	3.5	.56
25.5	3.9	.67	25.4	4.0	.68	24.7	4.1	.70	24.6	4.1	.69
11.7	3.9	.66	11.6	3.9	.66	11.0	3.7	.64	12.3	4.4	.73

TABLE 1 (Cont.)

SCALE OF TEACHER CHARACTERISITCS SCHEDULE (G-70/2)	Keyed Responses	I. (N=3,248) National Sample In-Service Teachers (50 states)			II. (N=3,552) Sample I plus 304 Hawaii In-Service Teachers			I
		Mean	sd	r_{11}	Mean	sd	r_{11}	
(Co) Competition (Acceptance of statements reflecting value placed on "competition")	23	12.8	3.4	.66	12.7	3.4	.66	

TABLE 1 (Cont.)

I. (N=3,248) National Sample In-Service Teachers (50 states)			II. (N=3,552) Sample I plus 304 Hawaii In-Service Teachers			III. (N=304) Hawaii In-Service Teacher Sample			IV. (N=441) Hawaii Student Teacher Sample		
Mean	sd	r_{11}	Mean	sd	r_{11}	Mean	sd	r_{11}	Mean	sd	r_{11}
12.8	3.4	.66	12.7	3.4	.66	12.1	3.2	.62	13.7	3.4	.67

TABLE 2

MEAN TEACHER CHARACTERISTICS SCORES OF GROUPS OF IN-SERVICE TEAC
CLASSIFIED BY SELF-REPORTED FINANCIAL STATUS OF CH

I National Sample of In-Service Teachers (50 states) re Chi
II Hawaii Sample of In-Service Teachers re Childhood

TEACHER CHARACTERISTICS SCHEDULE G-70/2 SCALES	P Level of F	General Mean	Poverty or Near Poverty I (N=119) II (N=9)	Relatively Disadva taged Financially I (N=672) II (N=77
		Scales Reflecting Teaching Behaviors, Attitudes, Educational		
(X) "Warm", kindly				
I	ns .063*	23.1	23.2	22.6
II	ns .642*	24.4	24.7	25.2
(Y) "Businesslike" Task Oriented				
I	.000	26.8	27.6	27.7
II	ns .696	26.2	28.6	25.9
(Z) Original, Stimulating				
I	.000	26.8	26.2	26.5
II	ns .630	26.3	24.4	26.0
(R) Approving of Pupils et al				
I	.008	31.0	30.7	31.0
II	ns .533	32.6	30.6	33.3

* Means of groups re all scales are noted for interested readers, although 8 N
significant at an acceptable level.

David C. Ryans 2/10/73
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TABLE 2

ARACTERISTICS SCORES OF GROUPS OF IN-SERVICE TEACHERS OF U. S. A. (1971-72)
LASSIFIED BY SELF-REPORTED FINANCIAL STATUS OF CHILDHOOD HOME

Sample of In-Service Teachers (50 states) re Childhood Financial Status
Hawaii Sample of In-Service Teachers re Childhood Financial Status

ral n	Poverty or Near Poverty I (N=119) II (N=9)	Relatively Disadvantaged Financially I (N=672) II (N=77)	About Average Financially I (N=1805) II (N=162)	Above Average Financially and in some cases 'well-off' I (N=566) II (N=50)
ecting Teaching Behaviors, Attitudes, Educational Viewpoints, Cognitive Responses, and Adjustments				
1	23.2	22.6	23.3	23.7
4	24.7	25.2	24.1	23.8
8	27.6	27.7	27.0	25.7
2	28.6	25.9	26.4	25.8
8	26.2	26.5	26.8	28.7
3	24.4	26.0	26.5	27.1
0	30.7	31.0	31.5	30.6
6	30.6	33.3	32.7	32.1

es are noted for interested readers, although 8 National Sample and 17 Hawaii Sample F's not
level.

TABLE 2 (Cont.)

TEACHER CHARACTERISTICS SCHEDULE G-70/2 SCALES	P Level of F	General Mean	Poverty or Near Poverty I (N=119) II (N=9)	Relatively Disadvantaged Financially I (N=672) II (N=77)	I
(AV) "Traditional", Academic					
I	ns .140	26.6	28.1	26.6	
II	ns .708	24.7	27.2	25.0	
(PV) "Permissive", Non-directive					
I	ns .568	23.4	23.0	23.7	
II	ns .315	25.1	26.2	25.6	
(DC) Dedicated to Teaching					
I	.011	29.1	28.4	29.6	
II	ns .191	28.9	25.3	29.6	
(SP) Social/Personal Adjustment					
I	ns .143	17.5	17.6	17.3	
II	ns .837	17.2	17.2	17.5	
(VS) Verbal/Semantic Facility					
I	.000	21.0	21.0	21.3	
II	ns .849	20.7	20.9	21.0	
(V) "Frank" (in responding)					
I	ns .092	23.9	23.6	23.7	
II	ns .341	24.3	26.0	24.2	

TABLE 2 (Cont.)

eral an	Poverty or Near Poverty I (N=119) II (N=9)	Relatively Disadvantaged Financially I (N=672) II (N=77)	About Average Financially I (N=1805) II (N=162)	Above Average Financially and in some cases 'well-off' I (N=566) II (N=50)
.6	23.1	26.6	26.9	26.2
.7	27.2	25.0	24.7	23.8
.4	23.0	23.7	23.5	23.8
.1	26.2	25.6	24.9	25.0
.1	29.4	29.6	29.6	28.6
.9	25.3	29.6	28.9	23.4
.5	17.6	17.9	17.6	17.3
.2	17.2	17.5	16.9	17.0
.0	21.0	21.3	22.1	23.2
.7	20.9	21.0	20.6	21.5
.9	23.6	23.7	24.1	24.0
.3	26.0	24.2	24.7	23.7

TABLE 2 (Cont.)

TEACHER CHARACTERISTICS SCHEDULE G-70/2 SCALES		P Level of F	General Mean	Poverty or Near Poverty I (N=119) II (N=9)	Relatively Disadvantaged Financially I (N=672) II (N=77)
(L) Logical, insightful judgments					
I		.001	24.0	22.5	23.7
II	ns	.635	23.0	25.2	22.9
				Scales Reflecting 'Life Views' or	
(Re) Religion & associated morality					
I		.001	12.0	12.0	12.2
II	ns	.133	11.0	10.1	11.3
(Ch) Change, liberalism					
I		.000	16.8	17.2	17.0
II	ns	.225	17.5	18.1	17.3
(Ma) Material well-being					
I		.003	9.5	10.2	9.5
II		.017	10.5	14.2	9.7
(WC) Work, and Conformance					
I	ns	.072	45.9	44.9	46.0
II	ns	.076	45.1	43.1	45.5
(Ind) Individual effort					
I		.021	11.2	11.6	11.5
II	ns	.778	10.5	11.0	10.2
(Al) Altruism					
I	ns	.150	25.5	25.2	25.5
II		.005	24.7	22.7	25.7

TABLE 2 (Cont.)

Poverty or Near Poverty I (N=119) II (N=9)	Relatively Disadvantaged Financially I (N=672) II (N=77)	About Average Financially I (N=1805) II (N=162)	Above Average Financially and in some cases well-off I (N=566) II (N=50)
22.5	23.7	24.3	24.8
25.2	22.9	22.9	23.5
Scales Reflecting 'Life Views' or Values"			
12.0	12.2	12.2	11.5
10.1	11.3	11.3	10.1
17.2	17.0	16.6	17.6
18.1	17.3	17.3	18.5
10.2	9.5	9.2	10.0
14.2	9.7	10.4	11.6
44.9	46.0	46.1	45.6
43.1	45.5	45.5	43.6
11.6	11.5	11.1	11.4
11.0	10.2	10.7	10.6
25.2	25.5	25.7	25.4
22.7	25.7	24.7	23.3

TABLE 2 (Cont.)

TEACHER CHARACTERISTICS SCHEDULE G-70'2 SCALES	P Level of F	General Mean	Poverty or Near Poverty I (N=119)	II (N=9)	Relatively Disadvantaged Financially I (N=672)	II (N=77)	Ab F I (N=1
(Pr) Success, Prestige							
I	.002	11.7	12.4		12.1		
II	ns .604	11.0	10.0		10.5		
(Co) Competition							
I	ns .209	12.3	12.5		12.7		
II	ns .607	12.1	12.2		11.7		

TABLE 2 (Cont.)

Poverty or Near Poverty I (N=119)	Poverty or Near Poverty II (N=9)	Relatively Disadvantaged Financially I (N=672)	Relatively Disadvantaged Financially II (N=77)	Above Average Financially I (N=1805)	Above Average Financially II (N=162)	Above Average Financially and in some cases 'well-off' I (N=566)	Above Average Financially and in some cases 'well-off' II (N=50)
12.4		12.1		11.6		11.9	
10.0		10.5		11.3		11.2	
12.5		12.7		12.3		13.0	
12.2		11.7		12.3		12.0	

TABLE 3

TEACHER CHARACTERISTIC MEAN SCORES OF IN-SERVICE TEACHERS OF U. S.
CLASSIFIED BY SELF-REPORTED CULTURAL BACKGROUND OF CHILDHOOD

I National Sample of In-Service Teachers (50 states) re Childhood Fina
II Hawaii Sample of In-Service Teachers re Childhood Financial

TEACHER CHARACTERISTICS SCHEDULE G-70'2 SCALES		P Level of F	General Mean	No interest about cultural matters; few books, little reading I (N=89) II (N=7)	Relatively little interest in cultural matters, books, learning I (N=302) II (N=45)	About average for times: some books; some educational & cultural interests I (N=1104) II (N=12
				Scales Reflecting Teaching Behaviors, Attitudes, Educational Viewpoint		
(X) "Warm", kindly						
I	ns	.114*	23.1	24.4	23.7	22.9
II	ns	.991	24.4	24.0	24.7	24.4
(Y) "Businesslike," task Oriented						
I		.000	26.8	25.5	27.0	27.9
II	ns	.662	26.2	28.9	26.9	26.2
(Z) Original, Stimulating						
I		.000	26.8	27.2	26.8	26.0
II	ns	.116	26.3	26.3	24.8	25.8

* Means of groups re all scales are noted for interested readers, although 3 National Sam
are not considered significant at an acceptable level

David G. Ryans 2/10/73
"Characteristics of Teachers in Relation to Financial and Cultural Conditions of their Childhood Homes" APA, Montreal

TABLE 3

R CHARACTERISTIC MEAN SCORES OF IN-SERVICE TEACHERS OF U. S. A. (1971-72)
CLASSIFIED BY SELF-REPORTED CULTURAL BACKGROUND OF CHILDHOOD HOME

l Sample of In-Service Teachers (50 states) re Childhood Financial Status
Hawaii Sample of In-Service Teachers re Childhood Financial Status

No interest about cultural matters; few books, little reading I (N=89) II (N=7)	Relatively little interest in cultural matters, books, learning I (N=302) II (N=45)	About average for times: some books; some educational & cultural interests I (N=1104) II (N=123)	Above average re available books & in intellectual cultural interests I (N=944) II (N=76)	Great interest and participation in cultural affairs; books and learning very important I (N=737) II (N=52)
flecting Teaching Behaviors, Attitudes, Educational Viewpoints, Cognitive Responses, and Adjustment				
24.4 24.0	23.7 24.7	22.9 24.4	23.4 24.4	23.0 24.1
25.5 28.9	27.0 26.9	27.9 26.2	26.6 25.5	26.3 26.5
27.2 26.3	26.8 24.8	26.0 25.8	27.3 27.6	28.4 27.3

les are noted for interested readers, although 3 National Sample and 12 Hawaii Sample F's
cant at an acceptable level

TABLE 3 (Cont.)

TEACHER CHARACTERISTICS SCHEDULE G-70/2 SCALES	P Level of F	General Mean	No interest about cultural matters; few books, little reading I (N=89) II (N=7)	Relatively little interest in cultural matters, books, learning I (N=302) II (N=45)	About average for times: some books; some educational & cultural interests I (N=1104) II (N=12
(R) Approving of Pupils, et al					
I	.000	31.0	23.0	30.6	31.4
II	.001	32.6	31.4	30.0	32.7
(AV) 'Traditional', Academic					
I	.001	26.6	27.6	26.6	27.7
II	.041	24.7	27.4	26.0	25.9
(PV) "Permissive," Non-directive					
I	.001	23.4	25.3	24.0	23.0
II	ns .155	25.1	24.0	25.1	24.3
(TC) Dedicated to "Teaching"					
I	.000	29.1	26.2	27.9	29.5
II	.044	28.9	28.7	26.6	29.1
(SP) Social Personal Adjustment					
I	.000	17.5	16.0	17.4	18.5
II	ns .128	17.2	17.6	16.2	18.0
(VS) Verbal/Semantic Facility					
I	.000	21.0	20.0	19.8	20.6
II	.000	20.7	18.9	17.6	20.1

TABLE 3 (Cont.)

interest about tural matters; books, little ding N=89) II (N=7)	Relatively little interest in cultural matters, books, learning I (N=302) II (N=45)	About average for times: some books; some educational & cultural interests I (N=1104) II (N=123)	Above average re available books & in intellectual cultural interests I (N=944) II (N=76)	Great interest and participation in cultural affairs; books and learning very important I (N=737) II (N=52)
23.0 31.4	30.6 30.0	31.4 32.7	31.5 33.9	31.0 33.3
27.6 27.4	26.6 26.0	27.7 25.9	26.2 22.9	26.1 23.1
25.3 24.0	24.0 25.1	23.0 24.3	23.7 26.3	23.8 25.8
26.2 28.7	27.9 26.6	29.5 29.1	29.5 29.3	30.3 30.1
16.0 17.6	17.4 16.2	13.5 18.0	17.2 16.6	17.2 16.8
20.0 18.9	19.8 17.6	20.6 20.1	23.3 22.1	24.6 23.3

TABLE 3 (Cont.)

TEACHER CHARACTERISTICS SCHEDULE G-70 '2 SCALES	Level of F	General Mean	No interest about cultural matters; few books, little reading I (N=89) II (N=7)	Relatively little interest in cultural matters, books, learning I (N=302) II (N=45)	About average for times: some books; some educational & cultural interests I (N=1104) II (N=123)
(V) 'Frank" (in responding)					
I	ns .363	23.9	24.4	24.2	23.9
II	ns .647	24.3	22.3	24.0	24.3
(L) Logical, insightful Judgments					
I	.000	24.0	23.9	24.5	23.4
II	.004	23.0	22.4	21.9	22.3
				Scales Reflecting 'Life Views' or 'Values	
(Re) Religion & associated morality					
I	.000	12.0	10.3	11.6	12.4
II	ns .335	11.0	10.0	11.0	11.5
(Ch) Change, Liberalism					
I	.000	16.8	13.0	17.1	16.4
II	ns .798	17.5	17.7	17.9	17.3
(Ma) Material well-being					
I	.001	9.5	11.3	10.0	9.5
II	.041	10.5	10.0	12.2	10.3
(WC) Work and Conformance					
I	.001	45.9	44.2	45.2	46.4
II	ns .975	45.1	45.0	45.0	45.3

TABLE 3 (Cont.)

erest about al matters; ooks, little ng 9) II (N=7)	Relatively little interest in cultural matters, books, learning I (N=302) II (N=45)	About average for times: some books; some educational & cultural interests I (N=1104) II (N=123)	Above average re available books & in intellectual cultural interests I (N=944) II (N=76)	Great interest and participation in cultural affairs; books and learning very important I (N=737) II (N=52)
24.4	24.2	23.9	24.1	23.9
22.3	24.0	24.3	24.8	24.5
23.9	24.5	23.4	24.8	24.5
22.4	21.9	22.3	25.3	22.3
	Scales Reflecting 'Life Views' or 'Values'			
10.8	11.6	12.4	12.1	12.0
10.0	11.0	11.5	10.9	10.5
18.0	17.1	16.4	17.1	17.1
17.7	17.9	17.3	17.4	18.0
11.3	10.0	9.5	9.3	9.3
10.0	12.2	10.8	9.5	10.2
44.2	45.2	46.4	45.8	46.0
45.0	45.0	45.3	44.8	45.2

TABLE 3 (Cont.)

TEACHER CHARACTERISTICS SCHEDULE G-70/2 SCALES		P Level of F	General Mean	No interest about cultural matters; few books, little reading I (N=39) II (N=7)	Relatively little interest in cultural matters; books, learning I (N=302) II (N=45)	About average for times: some books; some educational & cultural interests I (N=1104) II (N=123)
(Ind) Individual Effort						
I		.003	11.2	12.2	11.5	11.1
II	ns	.841	10.5	11.3	10.9	10.5
(Al) Altruism						
I		.000	25.5	23.7	25.0	25.5
II	ns	.354	24.7	23.9	23.8	24.6
(Pr) Success, prestige						
I		.000	11.7	12.5	13.3	11.7
II		.015	11.0	12.0	12.7	10.8
(Co) Competition						
I	ns	.110	12.8	11.9	12.9	12.9
II	ns	.531	12.1	12.4	12.4	12.3

TABLE 3 (Cont.)

...est about ... matters; ...s, little ... II (N=7)	Relatively little interest in cultural matters; books, learning I (N=302) II (N=45)	About average for times: some books; some educational & cultural interests I (N=1104) II (N=123)	Above average re available books & in intellectual cultural interests I (N=944) II (N=76)	Great interest and participation in cultural affairs books and learning very important I (N=737) II (N=52)
2.2	11.5	11.1	11.0	11.6
1.3	10.9	10.5	10.3	10.6
3.7	25.0	25.5	25.3	26.0
3.9	23.3	24.6	25.3	24.8
2.5	13.3	11.7	11.5	11.5
2.0	12.7	10.3	10.8	10.3
1.9	12.9	12.9	12.8	12.7
2.4	12.4	12.3	11.7	11.8